



1st Term EXAM		DATA	
DEPARTAMENT	Foreign Languages	NOTA	_____
MATÈRIA	English		
ALUMNE/A		CURS	

1. Complete the gaps with the verbs from the brackets in Past Simple, Past Continuous or Past Perfect.

1. It _____ (be) 11 pm and John Bishop _____ (sit) in the bushes outside the Browns' residence. He _____ (prepare) his plan two days earlier. When he _____ (see) Mr and Mrs Brown leaving the house, he _____ (jump) out of the bushes and _____ (run) to the door. He _____ (pick) the lock and _____ (go) inside. Unfortunately for him, an angry pit bull _____ (wait) in the hall.
2. My dad always _____ (hate) my boyfriend, Jim. However, when we _____ (decide) to move in together, he _____ (call) me and _____ (say) that he _____ (never/like) him, but he _____ (trust) my judgement. It's funny, because when he _____ (call) me, Jim and I _____ (argue).

2. Choose one of the following adjectives and put it into the correct form before placing it in a space in the sentences.

better
loud
hot
more
big
late
safe
more

1. He spent a year in India and loves spicy food. The _____ the food is, the _____ he likes it.
2. My neighbour is driving me mad! It seems that the _____ it is at night, the _____ he plays his music!
3. He has 6 large dogs to protect his house. The _____ the dog, the _____ he feels.
4. The _____ you study for these exams, the _____ you will do.



3. Listen to the video and answer the questions

1. Where did Angela teach? What grade level? What subject?

- ☐ New York. Sixth grade. Science.
- ☐ Philadelphia. Eighth grade. Chemistry.
- ☐ New York. Seventh grade. Math.

2. What did Angela notice? She noticed that _____.

- ☐ kids with high IQ scores succeeded more easily
- ☐ not all kids enjoy mathematics
- ☐ some of her students with average IQ scores were getting the highest grades in the class

3. What did Angela suspect was true? That a person's success in school and life depended on _____.

- ☐ their IQ
- ☐ their education
- ☐ how hard they tried

4. Angela's team went to West Point, the National Spelling Bee, tough neighborhoods, etc. to research _____.

- ☐ different ways of teaching & learning
- ☐ the meaning of success
- ☐ how success was achieved

5. Angela says, "In all those very different contexts, one characteristic emerged as a significant predictor of success." What was it?



☐ IQ

☐ social intelligence

☐ grit

6. What is grit?

☐ A breakfast cereal that promotes hard work and excellent physical health

☐ A very long-lasting love or romance

☐ A passion and perseverance for long-term goals

7. Angela asked thousands of high school juniors to take _____.

☐ grit pledges

☐ grit questionnaires

☐ grit to graduate

8. She found out that grittier kids _____.

☐ felt safer at school

☐ were more likely to graduate

☐ often quit school to start their own businesses

9. What three questions do parents and teachers ask Angela? 1.) "How do I build grit in kids?"
2.) "How do I keep them motivated for the long run?" and 3.) _____

☐ "Is talent related to grit?"

☐ "What is growth mindset?"

☐ "What do I do to teach kids a solid work ethic?"

10 Angela says, "So far, the best idea I've heard about building grit in kids is something called "growth mindset." This is an idea developed at Stanford University by Carol Dweck, and it is the belief that the ability to learn is not fixed, that it can change with _____."

☐ your effort

☐ your age



☐ your environment

11. Angela says that when kids read and learn about the brain and how it changes and grows in response to challenge, they're much more likely to _____.

☐ keep trying

☐ try something different

The deadline

Maggie: Hi Tom, have you finished your homework?

Tom: Oh hi Maggie. No, I haven't.

Maggie: The deadline is tomorrow you know so you have to submit it tomorrow.

Tom: I can't make it. I haven't even started it yet. Can we hand it in next week?

Maggie: I don't know. You'll have to ask Mrs Robinson about that. I think you must finish it by tomorrow. She probably won't accept projects after tomorrow.

Tom: I've had so many other things to do. I

couldn't even start it. I don't know what to do.

Maggie: Don't worry. I'll help you. It's not very difficult. I finished it in one day.

Tom: Really? Great!

Maggie: First, you should read the article that Mrs Robinson gave us. It's about the Mohican Civilization. Then, you have to design a poster for a play about them – the Mohicans – for the theatre.

Tom: Yeah, I know but it looks a bit difficult...

Maggie: Not at all. You don't have to make the poster from scratch and it doesn't have to be a work of art. There are lots of templates on the internet. You can just use one of those designs to make your own poster.

Tom: Well, I think I can do it. What title shall I use? Can you help me?

Maggie: Yeah, I can give you some suggestions but you mustn't use the same title as anyone else in our class. You have to create your own title.

Tom: Okay, I can come up with something, I guess.

Maggie: Alright?

Tom: Yeah, I've got to go now and make a start on it. I'll follow the project guidelines as you said. Thanks, Maggie.

Maggie: No problem. Good luck!



4. Decide if the statements are true or false according to the text.

1. Maggie has completed her project. _____
2. Tom has submitted his project. _____
3. Tom must ask Mrs Robinson if he can hand in the project after the deadline. _____
4. The poster must look great when it's finished. _____
5. Tom must design the entire poster by himself. _____
6. Maggie can't help Tom with the poster in any way. _____

5. Finally find the sentences with modal verbs and classify them.

Ability	Obligation
No necessity	Permission
Advice	

Vocabulary

6. Order the sentences

1. People a growth mindset with achieve usually more than with those mindset a fixed.
2. Grit is the to stick ability with even something when hard it is.